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ABSTRACT

As an annotated list of recommended English language arts curriculum guides, this booklet is designed to facilitate sound curriculum planning and provide models for schools that are reviewing their programs and need a variety of sample frameworks, units, and lesson plans. The first section presents the guides, arranged by the year in which they were recommended (1979, 1980, and 1981). Each annotation provides the following information: the grade levels involved; a description of the content, aims, and objectives; and information on obtaining the guide. The second section of the booklet offers criteria for planning and evaluating English language arts curriculum guides. Designed to apply to many different content emphases within the field of English language arts, the criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (HTH)

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Recommended English Language Arts Curriculum Guides, K-12

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Recommended English Language Arts Curriculum Guides, K-12

1981

Imogene Springer, Editor,
and the NCTE Committee
to Evaluate Curriculum Guidelines
and Competency Requirements

ERIC Clearinghouse on Reading and Communication Skills
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Foreword

The Educational Resources Information Center (ERIC) is a nationwide information system operated by the National Institute of Education (NIE) of the Department of Education as a service to educators throughout the country. ERIC makes available through hundreds of libraries and information centers over 200,000 unpublished documents on all phases, levels, and subject areas of education. This is accomplished through ERIC's network of specialized centers or clearinghouses, each of which is responsible for acquiring, evaluating, abstracting, and indexing current documents within a particular educational area. The bibliographical information and abstracts for these documents are then listed in ERIC's monthly reference publication, *Resources in Education* (RIE).

The ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects, evaluates, and disseminates educational information related to research, instruction, and professional preparation in reading, English, educational journalism, and speech communication at all levels and in all institutions. The scope of interest of the Clearinghouse includes research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials.

One of the primary goals of ERIC and NIE is to present the information found in the ERIC system in a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions of curriculum guides recommended by the NCTE Committee to Evaluate Curriculum Guidelines and Competency Requirements. ERIC/RCS is pleased to assist NCTE in providing this continuing service to educators.

Bernard O'Donnell
Director, ERIC/RCS

Introduction

T. S. Eliot in his essay "Tradition and the Individual Talent" introduces the idea that our response to an individual piece of literature is influenced not only by our familiarity with works that preceded it but also by our knowledge of works that have followed it. This historical sense, he notes, "involves a perception, not only of the pastness of the past, but of its presence." Thus we read, as it were, through a lens that is colored by the entire tradition of literature.

Eliot's notion, I believe, can be applied to curriculum design, for both the creators of and the responders to curricula are influenced by what has gone on in the past as well as by what is currently taking place in English education. Curriculum writers, therefore, tend to build on that solid foundation formed over the years while incorporating present theory, recent research, and careful attention to the needs of students in a changing society. The most creative curriculum designers bring to their work fresh perceptions—new insights into what has been done in the past as well as exciting images of what can now be accomplished.

To assist teachers and administrators in their challenging task of structuring exemplary English language arts curricula, the NCTE Committee to Evaluate Curriculum Guidelines and Competency Requirements, through the cooperation of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), has prepared this annotated list of recommended curriculum guides. Its purpose is to publicize carefully planned and well-written curricula in order to provide models for those who are currently reviewing their programs and want to consider a variety of curricular frameworks, content units, and individual lesson plans. Local curriculum committees may find it worthwhile to study these guides with several considerations in mind: philosophy and rationale, objectives and organization, activities for the teaching of composition or reading or literature, evaluation, and the viability of a given curriculum in another setting. In addition to the 1981 list, the annotations for curriculum guides

recommended by the Committee in 1980 and 1979 are reprinted here. The criteria used by the Committee in evaluating curricula are also included and should prove helpful to curriculum planners seeking a set of standards.

The guides recommended here are available from the schools and agencies that produced them or from the ERIC Document Reproduction Service (EDRS). Only curricula that have been assigned ERIC document (ED) numbers can be ordered through EDRS, and those numbers are given in the annotation headings. Curricula not available through EDRS are so noted, as are those that will become available in the near future. EDRS ordering information is found at the end of this booklet.

Still another service to local curriculum planners is the opportunity for curriculum review offered free of charge by this Committee. A school district that wishes to avail itself of this service should mail one copy of its curriculum guide to the NCTE Committee to Evaluate Curriculum Guidelines and Competency Requirements, 1111 Kenyon Road, Urbana, Illinois 61801. In addition, the Committee would like a statement that describes the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. When a school district sends a curriculum to us for review, members of the Committee examine the materials carefully and record their comments on a cassette tape that is sent to the participating district. When requested to do so, the Committee will also serve as a consultant to school districts or curriculum committees engaged in writing English language arts curricula.

The National Council of Teachers of English regards curriculum development at the local level as a professional activity of the highest order. The review and consultative roles of the Committee and the publication of this booklet are testaments of this regard. The Committee urges teachers everywhere to encourage ongoing curriculum development and to participate in that endeavor. Curriculum development is a vital part of what teachers do, and—aside from teaching—nothing is more important.

Curriculum Guides Recommended in 1981

Elementary Communication Arts Program. Preschool-6. School District of Lancaster. 1980. Available from Amos Hahn, Reading Program Specialist, School District of Lancaster, 225 West Orange Street, Lancaster, Pennsylvania 17604. [ED 197 355, 549 pp.]

Teachers, librarians, curriculum specialists, and administrators cooperated in this curriculum project, which involved research and intensive field testing. This curriculum is based on a philosophy that stresses the integration of the language arts and the equal importance of each of its strands—listening, speaking, writing, and reading. This is a process-oriented curriculum that includes comprehensive lists of objectives by grade level and features suggestions for oral and written composing activities, a literature program that deals with both the cognitive and the affective domains, and a variety of approaches to the teaching of the communication arts. Communication skills are listed in two ways. One indicates both a horizontal and vertical progression of skills so that teachers can determine entry and exit levels and can follow the progression of difficulty from one level to the next. The second is a vertical progression of skills by level and category only.

Language Arts Curriculum Guide. K-8. River Valley School District. 1980. 365 pp. Available from Barbara J. Moody, Curriculum Coordinator, River Valley School District, Turner, Maine 04282. [Not available from EDRS.]

This integrated approach to the teaching of language arts from kindergarten through grade eight demonstrates how skills can be taught and retaught with continuing refinement and expanding application and suggests that articulation between grade levels as well as with other subject areas is part of a basic curriculum. Instructional objectives are stated first in general terms and then broken down. A distinction is made between instructional

objectives for teachers and learning objectives for students. Skills listed in the guide are to be taught in context, and progress is to be measured by criterion-referenced tests that are tied to the instructional objectives and structured to help each student learn at his or her own rate. Objectives for all reading skills and certain writing, speaking, and listening skills are extensively developed. In addition, the guide provides (1) a list of activities, many of which are designed to foster higher thinking skills and encourage students to explore and to discover; (2) materials and methods that help teachers diagnose individual learning problems and monitor student progress; (3) extensive lists of textbook resources for all grade levels; and (4) a comprehensive statement concerning standards for a basic skills writing program.

English and Language Arts Curriculum Guides. K-12. Louisiana State Department of Public Education. 1980-81. Three volumes. K-6, 600 pp.; 6-9, 335 pp.; 9-12, 297 pp. Available from Connie Barnes, Louisiana State Department of Public Education, P.O. 44064, Baton Rouge, Louisiana 70804. [Not available from EDRS.]

Developed as a pilot project to establish statewide curriculum standards in language arts, these guides are based on the theory that there should be, first of all, a natural integration of the language arts strands and, secondly, an emphasis on process. The strands are organized under three headings: reading and listening, writing and speaking, and aids to reception and expression. Specific content at each grade level incorporates recent research in English education. The approach to the study of grammar, for example, encourages the integration of grammar with composition, using proofreading exercises to help students understand the difference between grammar and usage and providing exercises in structural grammar. The literature program not only emphasizes the cognitive domain but also gives attention to the affective domain and to "creative" comprehension. The major portion of the guide is devoted to objectives rather than to methodology. Reference is made to state-mandated testing, and the skill charts at each grade level indicate when an objective is to be introduced and when it is to be mastered. Skills in addition to those to be tested are included, however, and teachers are encouraged to tailor the curriculum to the abilities, ages, and personalities of their students.

Writing to Be Read: A Curriculum for Teaching the Writing Process. K-12. Neshaminy School District. 1980. Available from James O. Lee, Supervisor of Language Arts, Neshaminy School District, 2001 Old Lincoln Highway, Langhorne, Pennsylvania 19047. [ED 202 031, 501 pp.]

This writing curriculum is built on the following four tenets.

1. Although learning to write well is usually hard work, the process can be made interesting—even exciting—when students realize that someone cares about what they have to say.
2. Skills are important as a means to the end of effective communication, not as ends in themselves.
3. The student is a continuous learner who is capable of taking responsibility at each step of the writing process rather than requiring continuous guidance from the teacher.
4. Growth comes through tasks to which the student relates rather than through piecemeal exercises dealing with the sentence, the paragraph, the story.

The materials in this curriculum reflect this point of view and are presented with clarity and preciseness. A notebook format features color coding and is organized by the following headings: Assumptions, Guidelines, The Writing Process, Expressive Writing, Short Lessons, Grade Level Plans, Holistic Evaluation, and Research. Well-designed lesson plans for the various writing assignments include task analysis and procedures for teaching the writing process. Attention is given to all steps in the writing process—prewriting, drafting, revising and proofreading, publishing, and evaluating. Peer editing and small group activities are encouraged. Recent research in English education is included, particularly the implications of research findings for the teaching of writing. Designed to emphasize the relationship of writer to reader and to focus on process rather than on product, this curriculum should prove helpful to experienced and beginning teachers alike.

Language Arts: Grade 7; English I: Grade 9. Instructional Resource Guides. Palm Beach County Public Schools. 1980. Two volumes. Grade 7, 350 pp.; grade 9, 323 pp. Available from Martin Gold, Director of Secondary Education, Palm Beach County Public Schools, 3323 Belvedere Road, West Palm Beach, Florida 33402 ($35.00 each). [Not available from EDRS.]

These two guides, part of a series developed by the Palm Beach County Schools, *represent a comprehensive, traditional approach* to language arts instruction. Structured and goal-oriented, they are designed to ensure a unified language arts program with districtwide objectives. The guides include major objectives followed by specific, clearly stated subobjectives, references to adopted texts, and instructional resource sheets. Evaluation is made through criterion-referenced testing. The guides also include a statement of minimum standards for student performance. The material has been put into a loose-leaf format that features easy-to-use indexes and tabs.

Functional Basic Skills: English II. Instructional Resource Guides. Grade 11. Palm Beach County Public Schools. 1980. Includes 13 minipackets for reading skills and 9 minipackets for writing skills. Available from Martin Gold, Director of Secondary Education, Palm Beach County Public Schools, 3323 Belvedere Road, West Palm Beach, Florida 33402 ($50.00). [Soon to be available from EDRS.]

Developed by the Palm Beach County Schools to define districtwide objectives for instruction in functional basic English skills at the eleventh grade, the guide lists major objectives as well as subobjectives, suggested strategies, available resources, activities, and methods of evaluation. The focus is on a particular set of objectives in reading and writing that can be measured by standardized tests. Minipackets accompany the guide and are designed to help students meet minimum standards. Each packet contains preparatory sheets, activity sheets, and an evaluation. A specific skill is identified and explained, examples are provided, and various exercises allow the student to apply the skill. The writing minipackets cover a number of skills, which vary from proofreading, classifying and organizing, and writing business letters to completing a driver's license application, an income tax return, and a job application. The reading minipackets deal with such skills as detecting context clues, discerning main ideas, making inferences, distinguishing between fact and opinion, using the dictionary, and reading maps.

Curriculum Guides Recommended in 1980

Grades K–6

Writing Is Witty, Responsive, Interesting, Timely, Impressive, Necessary, Graphic: Grades K–6. St. Louis Public Schools. 1979. Available from Office of Instruction, St. Louis Public Schools, 911 Locust Street, St. Louis, Missouri 63101 ($6.60, checks payable to St. Louis Public Schools). [ED 192 350, 148 pp.]

This guide describes activities that help elementary school pupils improve the quality and increase the quantity of their written expression. The first section contains prewriting, writing, and postwriting activities designed to develop specific skills. The remaining eight sections offer prewriting, writing, and postwriting activities for (1) directions, (2) descriptions, (3) stories, (4) letters, (5) reports, (6) poetry, (7) journals, and (8) business-related materials. Appendixes list resource materials and suggestions for using films, filmstrips, and slides in writing instruction.

A Course of Study in English Language Arts. K–6. Rochester Public Schools. 1980. Available from Curriculum Office, Coffman Building, Rochester Public Schools, Rochester, Minnesota 55901 ($12.00 per guide; send payment with request, checks payable to Rochester Public Schools). [ED 197 340 - ED 197 346; K, 131 pp.; grade 1, 114 pp.; grade 2, 134 pp.; grade 3, 110 pp.; grade 4, 141 pp.; grade 5, 138 pp.; grade 6, 185 pp.]

This series of seven individual but related teaching guides outlines a public school district's English language arts curriculum for kindergarten through grade six. Each guide explains the district's overall philosophy and teaching goals and the rationale behind the development of a curriculum that emphasizes the importance of language arts as a process that should be interconnected with every curriculum area. Also included for each grade are a curriculum diagram, a scope and sequence chart, a summary of grade-

level aims, and a list of resources for the teacher. The major portion of each guide presents additional resources, activities, and teaching techniques that emphasize important areas such as listening, speaking, and writing. Extensive appendixes offer other resources, including a library program guide, suggestions for oral and written reports, lists of recommended films and books, and practices used by teachers in the district.

A Curriculum Guide for Traditional English Program. Grades 1-6. Bucks County Intermediate Unit 22. 1979. Available from Dr. Lawrence Martin, Project 81, Coordinator, Cross Keys Building, Routes 611 and 313, Doylestown, Pennsylvania 18901 ($6.00, checks payable to Bucks County Intermediate Unit 22). [ED 191 029, 305 pp.]

Developed by a Pennsylvania school district for grades one through six, this guide is one of two documents outlining an English program that emphasizes punctuation, parts of speech, and grammar. For each grade level and topic, the guide lists program objectives, instructional objectives, competencies, teaching activities, and required learning materials.

See also *Secondary*, **Measure for Measure: A Guidebook for Evaluating Students' Expository Writing.** Grades 4-12.

Junior High

A Curriculum Guide for Language Arts Skills. Grades 7 and 8. Bucks County Intermediate Unit 22. 1979. Available from Dr. Lawrence Martin, Project 81, Coordinator, Cross Keys Building, Routes 611 and 313, Doylestown, Pennsylvania 18901 ($5.00, checks payable to Bucks County Intermediate Unit 22). [ED 191 030, 74 pp.]

Developed by a Pennsylvania school district for grades seven and eight, this guide is one of two documents outlining an English program that emphasizes capitalization, punctuation, parts of speech, sentence patterns, usage, and literature. For each grade level and topic, the guide lists program objectives, instructional objectives, competencies, teaching activities, and required learning materials.

English Curriculum Guide. Grades 7–9. The International School of Brussels. 1980. Available from A. Purcell, International School of Brussels, 19 Kattenberg, 1170 Brussels, Belgium ($15.00, checks payable to A. Purcell). [Not available from EDRS.]

This literature-based guide has been designed for private school pupils in grades seven through nine with average or above-average ability. A teacher new to the school would find the guide to be a clear and thorough presentation of the English program. This detailed guide provides readings, booklists, and suggested assignments for each unit. Units at the seventh-grade level are Animals, Adventure, Heroes and Myths, and Imagination and Fantasy. Eighth-grade units are The Future, Americana, Advertising, Values, and Fiction for Young Adults. Ninth-grade units include The Short Story, Law and Justice, Man and Society, Shakespeare's *Romeo and Juliet*, and English in Reality (practical English for college-bound students).

See also *Secondary*, **Measure for Measure: A Guidebook for Evaluating Students' Expository Writing.** Grades 4–12.

Secondary

Measure for Measure: A Guidebook for Evaluating Students' Expository Writing. Grades 4–12. Massachusetts Department of Education/Pittsfield Public Schools. 1980. Available from National Council of Teachers of English, stock number 30976 ($3.00, nonmembers; $2.50, members). [ED 191 020, microfiche only, 45 pp.]

This guide was developed by a team of elementary and secondary English teachers to help teachers of all subjects with the difficult tasks of evaluating expository writing and stimulating student growth in the art and craft of writing. Its twelve parts deal with the following topics: guidelines for giving writing assignments in subject areas, criteria for good writing, evaluation as a step in the writing process, relative emphasis, analytical and holistic scoring, adapting holistic scoring to the classroom, holistic scoring as a pre-revision step, using correction symbols, and commenting to students about their writing. The final section offers examples of how teachers have applied these techniques.

English Department Syllabus. Grades 9–12. Mesa Public Schools. 1980. Available from David L. Bacon, English Department, Mountain View High School, 2700 East Brown Road, Mesa, Arizona 85203 ($50.00, checks payable to Mountain View High School, Account 5310-73-65). [ED 188 186, 192 pp.]

This syllabus offers the philosophy, organizational framework, and goals that were developed for a senior high school English department. The major portion consists of twenty required and elective course outlines and a list of recommended audiovisual materials. Seventeen outlines include a brief course description, a list of the components of the course, course objectives, and required text materials. Three courses (Critical Thinking and Writing/Writing the Research Paper, Fundamental English, and Literary Explorations) are discussed in greater detail with extensive examples of how to develop major course components. In addition to the usual required course offerings, these outlines cover such elective areas as grammar review and vocabulary development, creative writing, paperback literature, advanced placement English, and English and careers.

Curriculum Guides Recommended in 1979

Grades K-12

Composition: K-12. Chelmsford Public Schools. 1978. Available from A. J. Temmallo, Coordinator of Language Arts, Chelmsford Public Schools, Curriculum Center, 31 Princeton Street, North Chelmsford, Massachusetts 01863 ($5.00). [ED 168 023, 115 pp.]

This guide provides a sequence for teaching expository skills in writing from kindergarten through grade twelve. Word, sentence, and paragraph objectives are stated for each grade level and accompanied by related activities. Composition record charts are used to monitor student progress. A flow chart provides an overview of the program.

A Writing Guide for Missouri Schools, K-12. Missouri State Department of Elementary and Secondary Education, Division of Instruction. 1979. Available from Missouri Statewide Testing, University of Missouri, Hitt Street, Columbia, Missouri 65211. For information, contact Missouri State Department of Elementary and Secondary Education, Box 480, Jefferson City, Missouri 65101. [Not available from EDRS.]

A curriculum bulletin that offers direction for composition programs. Its philosophy—learning to write by writing—is reflected in the activities and evaluation techniques. This guide has implications for the ways teachers plan and organize writing activities for students.

See also *Secondary*, **Writing Every Day Generates Excellence [WEDGE]: A Manual for the Secondary School English Class.** With adaptations for the elementary grades.

Junior High

Curriculum Guide for Junior High School English. Grades 7-9. Revised, 1978. Darien, Connecticut, Public Schools. [ED 161 076, 173 pp.]

The instructional program outlined in this guide is designed to develop the communication skills of junior high school students and their appreciation for and enjoyment of the communication arts. The first part of the guide deals with developing skills in written composition, grammar and usage, spelling, vocabulary, speech, and library use. The section on written composition offers numerous suggestions for effective writing and includes sample assignments and activities and examples of effective writing. The other skills sections provide such aids as grammar objectives and requirements, basic spelling and vocabulary lists, speech-making activities, and library reference work. The second part of the guide discusses the reading of short stories and novels, mythology and the Bible, drama, and poetry. Numerous literary works are recommended for each category, and specific activities, composition topics, and approaches to the works are suggested. An appendix describes optional units that combine work in language, literature, and composition.

Secondary

The English Program of John Piersol McCaskey High School. Grades 10-12. School District of Lancaster. 1978. Available from Morris E. Krape, Jr., Program Specialist, School District of Lancaster, 225 West Orange Street, Lancaster, Pennsylvania 17602 ($7.50, checks payable to School District of Lancaster). [ED 170 778, 591 pp.]

The McCaskey English Program, bound in a durable, two-inch loose-leaf notebook, describes the modified elective program implemented in 1978 in an urban high school of 2000 students. The program features five interrelated English curricula, each with specific requirements and options. Included are a brief statement of philosophy and general objectives, a short description of each course offered, a complete syllabus for each course, and descriptions of a sequential composition course and a remedial reading program. Among the courses described are American literature,

contemporary novel, mystery/detective stories, mythic man, literature of other cultures, newspaper production, and oral interpretation. The book is updated annually to reflect curricular changes.

Writing Every Day Generates Excellence [WEDGE]: A Manual for the Secondary School English Class. With adaptations for the elementary grades. New York City Board of Education. Revised, 1979. Available from Sue Aaron, Center for Curriculum Development, 6th Floor, 131 Livingston Street, Brooklyn, New York 11201 ($5.00, checks payable to Auditor, Board of Education). [Not available from EDRS.]

This manual for the secondary English class, with adaptations for the elementary grades, is based on the premise that writers learn to write by writing. WEDGE focuses first on ways to create a classroom climate that fosters communication and then on techniques and skills to help young writers say what they want to say as effectively as possible. Included are a checklist for the model writing classroom; ten introductory lessons (language play, journal writing, free writing, suiting language to audience, emulation); modes of writing; meshing writing with literature; revising, editing, proofreading; responding and evaluating; sentence sense and mechanics; objective tests and writing topics; and examples of student writing.

Criteria for Planning and Evaluating English Language Arts Curriculum Guides (Revised)

The Committee to Evaluate Curriculum Guidelines and Competency Requirements has repeatedly revised its criteria in an effort to keep pace with the practices of the best curriculum developers. These criteria were formulated with several objectives in mind. First, they provide each member of the Committee with a uniform basis for evaluation. In this connection, however, the subcommittee that developed the criteria (Richard Adler, Thomas X. Corbett, Allan Dittmer, David Kives, William J. Scannell, and Sr. Rosemary Winkeljohann) urges that each guide submitted for evaluation be viewed as a unique document and not directly compared to other guides. Second, the criteria may serve to help schools and other educational agencies that are in the process of developing and evaluating curricula. Finally, the Committee hopes that the criteria may act as a change agent within the field of English and the language arts. In a sense, these criteria are utopian—with biases that the Committee readily acknowledges. While no single guide has "met" these standards, perhaps the criteria themselves help to remind us of the direction we wish to take.

Philosophy: What We Subscribe To

This guide

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.
   Philosophy is what we believe, and it's a good thing to get out in the open.
2. has content that follows logically and consistently from its statement of philosophy.
   If a philosophy doesn't guide decision-making, it's largely useless.
3. promotes a natural, organic integration of language arts experiences.
   Things ought to go together.
4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.
   Language is primarily a living process, not an artifact.
5. stipulates that individual processes of language development and concept development take precedence over arbitrary grade-level expectancies or requirements.
   The best chance for stimulating learning is to start where the kids are.

6. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

   Who's it for anyway? Complete involvement in the process is ideal.

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.

   Nobody ever really wins. The business of the classroom is cooperation—between teachers and students, and students and students.

8. indicates that successful experiences in language development are essential for all students.

   Success comes in all colors, shapes, and sizes. All kids need to succeed in school.

Policies and Procedures: How We Operate

This guide

1. helps free teachers by explaining their responsibilities and by suggesting the possibilities open to them.

   School systems usually have expectations, and it's a good thing for teachers to know their options.

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.

   The nuts and bolts ought to be specified, not just guessed at.

3. supports the view that curriculum building is an ongoing process.

   The curriculum, like kids, keeps changing—or at least it should. There ought to be a plan and somebody to make sure it happens.

4. reflects the interaction and cooperation of members of the total educational community.

   Everybody should have a say, and they ought to be listened to.

5. encourages continual inservice training and professional improvement for all teachers.

   Change is continuous, as is the learning process.

Objectives: What We Hope Will Happen

This guide

1. has objectives that follow directly from the philosophy.

   "What you see is what you get!"

2. sets clear objectives for all the major components of the English curriculum.

   Say what you want to happen so that it makes sense to you and to anybody who reads it.

3. states objectives in a manner that facilitates recognition and description of progress.

   An objective can be a useful thing if it helps you to focus on what kids do.

4. distinguishes teacher objectives from student objectives.

   What teachers do should be differentiated from what students do.

5. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed nor accurately measured.

   Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptibly, and some processes are not easily broken into steps or levels of achievement.

6. recognizes that cognitive and affective behavior are inseparable in actual experience.

   Thoughts and feelings interact continuously.

7. contains objectives for improving language performance as well as for perceiving more clearly what others do with language.

   Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.

Organization: How We Channel the Flow of Energy

This guide

1. makes clear how particular units, lessons, and procedures are related to the total English program.

   Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.

2. suggests a workable sequence of basic communication skills.

   A suggested logical order is helpful even if it can't always be followed by particular children.

3. organizes major aspects of the language arts to provide directions for planning.

   Themes are a pretty good way to organize a curriculum but not the only way.

4. regards textbook materials, if used, as resources rather than courses of study.

   Textbooks don't equal the curriculum— at least not in the best programs. Teachers and kids and parents are the real resources.

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

   Classrooms are not conveyor belts in the factory of learning. It's the things that happen on the way that count.

6. supplies specific procedures that will enable teachers to help their students to become increasingly independent.
   Dependency is learned, but so is independence.
7. reflects the principle that the students themselves should often generate learning activities.
   Kids are natural learners who sometimes learn to be incurious and unquestioning. They learn when we let them.

Process As Content: The Ways That Students Experience

This guide

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.
   No method is sacred; each is useful for a different purpose. In many schools, however, more emphasis needs to be placed on inquiry.
2. contains activities that have a "problems" or "questions" focus.
   Documents from the past or problems from the present or future should often be used to promote training in inquiry.
3. arranges its inquiry approach so that students gain confidence in their problem-solving abilities.
   An attitude of inquiry is learned through successive and successful encounters with problems that can be solved.
4. indicates methods to promote cooperative interaction among students.
   Classroom experiences should provide guided practice in group dynamics.
5. suggests strategies that encourage students to discover and extend their own ways of perceiving and learning.
   Because students have individual perceptions of experience, it is essential for them to develop their own growing analytic and creative powers.
6. stipulates ways to focus attention on the processes of inquiry and learning.
   Inquiry processes—learning how to learn—are probably the most important activities that students and their teachers can engage in.

Language

This guide

1. suggests that the content of language study often comes from real life.
   Language is as real and personal as each individual.
2. provides for study of conventional areas of linguistics.
   Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinesics (body language).

3. suggests study of unique customs of specific language areas.
   The "languages" of advertising, politics, religion, and many other human activities are worth studying. Teachers need to ask the right questions about the ways these languages work.
4. provides for frequent, imaginative use of language in student-created and student-moderated groups.
   Improvised drama, role playing, task groups, and brainstorming are ways that kids can explore language. Imagine what it would be like if. . . . Then talk it out.
5. reflects current or recent developments in modern language theory.
   Some of the new grammars work better than the old ones because they describe our language more precisely.
6. suggests activities that help students learn the difference between grammar and usage.
   Grammar is primarily the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.
7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.
   The analysis of grammar is different from the processes of composing.
8. recognizes the assets of bidialectal, bilingual, and non-English-speaking children in exploring language concepts.
   We live in a pluralistic society.
9. suggests activities that help students acquire or expand their facility to understand and use the English language.
   The basis for all language is experience.
10. recognizes the importance of children accepting their "home-rooted" language as well as the languages of others.
    Positive self-concepts help kids to become more "open" people.

Composition: How We Shape Language and Ourselves

This guide

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming.
   Composing requires an orchestration of experience. There are different ways to say things, and all are worthy of investigation.
2. emphasizes the significance of composing as a means of self-discovery.
   E.M. Forster said, "How can I know what I think 'til I hear what I say?"
3. recognizes the importance of the composing processes as ways of bringing order to human experience.
   Composing is a way to make sense of our world.

4. has activities designed to stimulate composing.
   Precomposing experiences, if important to kids, can help stimulate more worthwhile writing.
5. recommends that composing should often occur in small groups.
   Kids can help stimulate and shape each other's thinking.
6. affirms that composing is always creative.
7. suggests that composing stems from meaningful precomposing experiences.
   The better the input, the better the output. Creation requires stimulation.
8. recommends that composition should occur for different purposes and usually for audiences other than the teacher.
   Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing to whom you're talking and why.
9. recommends that composing should occur in an atmosphere of maximum sharing.
   Let kids help each other.

Media: "The Medium Is the Message"

This guide

1. promotes audiovisual as well as verbal literacy.
   Students need to explore the relationships among visual, verbal, and kinesthetic communication.
2. acquaints teachers with the characteristics and potential uses of various media.
   The electronic age is with us. Are we with it?
3. suggests ways of involving students in using media.
   Pen and ink are just one voice. Kids need the options of communicating with color, motion, and sound.
4. suggests specific media supplements for learning activities.
   The media are like extension cords; they plug into a wider world.
5. lists media resources available to teachers and specifies procurement procedures.
   What's available and how do you get it? Media resources don't get used unless they're accessible.

Reading and Literature: The Worlds Students Experience

This guide

1. provides ways for teachers to determine individual degrees of readiness.
   Shakespeare said, "The readiness is all."

2. suggests procedures to help teachers develop student reading skills.
   The teaching of reading means more than having a few books around.
3. recognizes that a total reading program reaches beyond the developing of basic reading skills.
   A person really never stops learning how to read. There are always new skills to learn.
4. relates the skills of reading to a total language program.
   Reading, writing, listening, and speaking are more like a web than like four peas in a pod. You touch one strand of language experience, and the whole web vibrates and responds.
5. makes provisions for a comprehensive literature program.
   Get a lot of books of all kinds in kids' hands.
6. recognizes that it is more important to engage in literature than to talk about literary terms.
   Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.
7. recommends that teachers allow and encourage students to select and read all types of literature, especially contemporary.
   Take the lid off the reading list, and let kids explore.
8. helps teachers to identify, accept, and explore all varieties of affective and cognitive response.
   What kids say about literature is important, and so is how they feel about it. Our efforts should be devoted to helping kids extend and deepen their responses.
9. suggests acting and role playing as a means of exploring literature.
   Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it.

Evaluation: Discovering and Describing Where We Are

This guide

1. has a coherent and useful rationale for evaluation.
   The rationale should be related to philosophy and objectives. The reporting policy should be explicit.
2. stipulates that reporting procedures describe pupil progress, including growth beyond the scope of stated objectives.
   Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides."
3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.
   Grades and scores are not ends; the end of evaluation should be information useful for furthering achievement.

4. suggests methods of evaluation that encourage rather than discourage students.

   Teachers should encourage and respect whatever progress pupils make rather than punish or badger them for lack of progress.

5. helps teachers diagnose individual learning progress and suggests methods and material to accomplish this.

   Each pupil learns in a different way and at a different rate from other pupils.

6. suggests that most evaluation be tailored to the student's ability, age, and personality.

   Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at least acknowledged, then evaluation should be individualized.

7. recognizes that the student must be involved in all evaluation.

   Self-evaluation is crucial to learning.

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

   The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.

Design: Form, Function, and Flavor

This guide

1. is easy to read; the language is clear and effective.

   Guide writers should set a good example in communicating; our medium has a message.

2. exhibits an appealing form and style.

   An attractive and creative guide will stimulate use.

3. has a format that makes revision convenient.

   A loose-leaf format makes a guide more amenable to change.

4. states its relationship to other curriculum guides published by the school system.

   Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit.

5. suggests as resources a large variety of specific background materials and school services.

   A guide, to be useful, has got to have useable things in it.

6. identifies people and procedures that promote interdisciplinary activities.

   We sometimes build walls around ourselves with labels like English, social studies, and science.

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